

# Rushall Junior Mixed and Infant School

Inspection report

---

<b>Unique Reference Number</b>	104196
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	308538
<b>Inspection dates</b>	18–19 June 2008
<b>Reporting inspector</b>	Lois Furness

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Labrum
<b>Headteacher</b>	Austin Cheminai
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Pelsall Lane Rushall Walsall WS4 1NQ
<b>Telephone number</b>	01922 682300
<b>Fax number</b>	01922 682300

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	18–19 June 2008
<b>Inspection number</b>	308538

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

In this average size school most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average and the proportion of pupils who either leave or join the school other than at the normal times is high. Within the school is additional resource provision catering for 15 pupils with speech and language difficulties and autism.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Rushall Junior and Infant School provides a good education that is rightly valued by pupils and the vast majority of parents. As one parent typically said, 'This is a good school, where children are well mannered and respectful of each other. Staff care about their work and about the children.' Inclusion is a high priority as staff work hard to break down any barriers to learning. As a result, pupils with learning difficulties and/or disabilities, including those who are provided with support from the additional resource provision, make as good progress as their peers. Care, guidance and support are good and effective systems are in place to safeguard pupils. Pastoral care and support are outstanding.

Pupils learn well because teaching is good. The majority of lessons have a good pace with teachers using interactive whiteboards skillfully to explain new ideas and to engage pupils' attention. Well informed teaching assistants are deployed carefully to ensure all pupils have good support to maximise their learning. Marking is satisfactory. In English, notably writing, there are often helpful comments about the next steps that pupils need to make to improve their work. However, this is not common practice in other subjects, where comments do not consistently help pupils to extend their knowledge of how well they are learning. Pupils' achievement is good overall, and by the end of Year 6, standards are broadly average in English, mathematics and science. This represents good progress considering the above average proportion of pupils with learning difficulties and/or disabilities, and the high mobility. Although progress is good in English and science, in mathematics more able pupils make only satisfactory progress. This is because the work that is given to these pupils is not always challenging enough. The good personal development of pupils means they have a clear sense of right and wrong, showing care and consideration for others. Their behaviour and attitudes to learning are good. They have a good understanding of how to lead a healthy lifestyle, and take part enthusiastically in the wide range of sporting activities available. They know how to keep safe both in and out of school. By Year 6, pupils are mature and responsible individuals who take their responsibilities, for example as school councillors or play leaders, very seriously. The good curriculum includes an effective programme of personal, social, health and citizenship education. The pupils speak enthusiastically about the many extra-curricular clubs and the visits and visitors to the school. Links with creative partnerships ensures the curriculum is taught in a vibrant way as actors, dancers, visual artists, film makers and story tellers imaginatively engage pupils' interest in their learning.

The school is led and managed well. The headteacher provides a clear steer for the future direction of the school. Evaluation is thorough and when weaknesses are identified, firm actions are taken. For example, last year, writing was identified as in need of improvement. Effective strategies were introduced which resulted in improved standards. Although provision in the Foundation Stage is satisfactory, in the past, assessments have not been accurate and so progress in this key stage is satisfactory. This is improving, because of a more rigorous approach to assessment and leadership that is more effective. Although the senior leadership team has a good understanding of strengths and weaknesses, middle leaders are less well informed and their role in monitoring and evaluation activities is underdeveloped.

## Effectiveness of the Foundation Stage

### Grade: 3

On entry to the Nursery, children have skills that mainly match those expected for their age. By the time they leave the Reception class, many are achieving broadly average standards. Progress is satisfactory. In the past, inaccurate assessment has resulted in activities not being matched well enough to children's needs. This means teaching is satisfactory rather than good. Even so, there are good elements in teaching such as good questioning and discussion when children are choosing activities. However, during independent activities, adults do not always take advantage of opportunities to develop spoken language and there are times when the pronunciation of letter sounds should be clearer. There is good support for personal and social development and children quickly and happily settle in school. Leadership of the Foundation Stage is good. In a short time, it has quickly gained a good overview of strengths and areas for improvement. Already the accuracy of assessment has improved, which is increasing children's progress.

### What the school should do to improve further

- Accelerate the progress of more able pupils in mathematics by ensuring they are provided with work that appropriately extends their learning.
- Improve the marking of pupils' work in other subjects so that it matches the quality of that seen in English.
- Develop the monitoring and evaluation role of middle leaders.

## Achievement and standards

### Grade: 2

Pupils make good progress because of effective teaching. At the end of Year 2 and Year 6, standards are broadly average. When considering the above average proportion of pupils with learning difficulties and/or disabilities and high mobility, the standards attained represent good achievement. Pupils with learning difficulties and/or disabilities, including those with additional resource provision, also make good progress. Individual needs are identified early and effective support put in place. Knowing writing was a weaker aspect of English, good strategies were implemented and recent assessments show that progress in this aspect of English is good. Half-termly pupils' progress meetings ensure a careful check is kept on how well pupils are learning, and this is having a positive impact on pupils' achievement. Assessment information is analysed well and this has shown the progress of more able pupils in mathematics is only satisfactory.

## Personal development and well-being

### Grade: 2

Pupils enjoy school because teachers make lessons fun. Behaviour is good, although a small number of pupils become restless when they are not fully engaged in lessons. Attendance is broadly average. Feeling safe and having someone to turn to if you have a problem are features pupils appreciate. One pupil remarked, 'Teachers help you with any problems; they really do care.' Pupils have a good understanding of healthy living and talk eagerly about the sporting activities they undertake. The recent acquisition of Healthy Schools Status confirms the school's commitment to this aspect of pupils' development.

Spiritual, moral social and cultural development is good. Responsibilities such as working as play leaders develop pupils' social and personal skills effectively. They make a good contribution to the school and wider community. School council members are proud of their successful efforts to improve the school tuck shop, and pupils in Year 6 are justifiably pleased in winning the Walsall heat of the 'Bookbusters' competition. Pupils' interest in learning and their satisfactory basic skills of literacy and numeracy prepare them satisfactorily for the next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Relationships are positive and the atmosphere in classrooms is pleasant and productive. Pupils enjoy learning and teachers effectively use resources such as interactive whiteboards to engage pupils' interest and to show them new ideas. Behaviour is managed well and the pace of lessons is good. Pupils acquire a range of very useful skills that help them to learn effectively, such as sharing ideas and information sensibly, and giving thoughtful answers to questions put to them. The intended learning of lessons is shared well. However, pupils are not always as clear about how to achieve success in their work. Also, in mathematics, pupils that are more able do not consistently receive sufficiently challenging work. Teaching assistants are used effectively to support pupils with learning difficulties and/or disabilities, ensuring they are involved in all activities.

### **Curriculum and other activities**

#### **Grade: 2**

A wealth of good quality displays confirms the curriculum is lively, vibrant and interesting. Effective matching of activities to the needs of pupils ensures that pupils, including those with learning difficulties and/or disabilities and those with additional resource provision, are able to access the curriculum successfully. Links are made between subjects and pupils have good opportunities to practise their literacy skills in other curriculum areas. However, there are fewer planned opportunities for pupils to practise their numeracy skills, and in some year groups, too many worksheets limit pupils' independent recording skills. A good programme of work is in place for pupils' personal, social, health and citizenship education. The wide range of extra-curricular activities, educational visits and visitors very effectively enriches pupils' experiences, as does the learning of French and the use of specialist coaches to enhance sporting provision.

### **Care, guidance and support**

#### **Grade: 2**

The pastoral support given to pupils is outstanding. Adults value and know the pupils very well and readily address their worries or concerns. Pupils with learning difficulties and/or disabilities and those with additional resource provision benefit from good, and at times outstanding, levels of support, both in their academic work, and with their complex social and emotional needs. This results in good progress. All procedures for ensuring pupils' safety are securely in place. The school works closely and productively with the local authority to improve pupils' attendance. There are also effective links with a range of outside agencies, including the school nurse and social services, as well as parents.

Pupils have targets in English and mathematics. Pupils know their targets particularly in writing, but the younger ones are not as clear about what is expected of them in mathematics. The marking of pupils' work is inconsistent. The good practice seen in English is not extended sufficiently well into other subjects. In addition, the advice given by teachers is not always followed through, thereby limiting the impact on pupils' learning.

## **Leadership and management**

### **Grade: 2**

The headteacher and senior leadership team have a clear vision of where they want the school to be, and how to get there. There is a strong team spirit and all staff share the vision of ensuring that Rushall is an inclusive school. Self-evaluation is accurate, and strengths and development areas are known. The tracking of pupils' progress by senior leaders is good, and this has resulted in them knowing that more able pupils in mathematics do not make good progress. Middle leadership is satisfactory but their monitoring and evaluation role is at an early stage of development and the analysis of pupils' work in subjects other than English is insufficiently rigorous. Governors are supportive of the school, regularly attending school activities. Their role in holding the school to account is improving. The effective systems in place to support pupils' progress, and the school's track record of success, confirm a good capacity to improve further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

20 June 2008

Dear Children

Inspection of Rushall Junior and Infant School, Walsall, WS4 1NQ

Thank you for welcoming us to your school, talking to us so politely and showing us your work. We really enjoyed the time we spent with you and we agree when you say Rushall is a good school. It was good to hear you tell us about how much you enjoy your work and we could see why, when you told us about the many visits, visitors to the school and the sporting activities you can attend. We were glad to find that the teaching is good and you make good progress. By the time you leave school, you are attaining standards in English, mathematics and science that are similar to those attained by children in most schools. You behave well and it was good to see how sensible you were as you shared ideas and helped each other in your learning. If you need extra help in lessons, you are supported well. All staff look after you. It is good that you feel safe and know staff will always help you if you are upset, worried or stuck with your work. You know how to keep healthy and we were very pleased to hear how the school councillors are making sure the tuck shop is providing you with healthy foods to eat at break times.

We could see that your teachers have been working hard to improve your writing but, looking at your work, we think that some of you could do more in mathematics. So we have asked your headteacher to make sure that those of you who are good at this subject are given work that makes you think hard. Also, we have asked your teachers to give you better advice about how to improve your work, just as they do in such a good way in English. We think your headteacher knows how to make your school even better. We have suggested that he now makes sure that other staff who have leadership responsibilities help him to find out the good things and things that need improvement.

We are sure you will help by continuing to work hard and always doing your best. We wish you well for the future and finally, well done to those of you involved in the 'Bookbusters' competition. We will keep our fingers crossed that you win the grand final!

Yours sincerely

Mrs Furness Lead inspector



20 June 2008

Dear Children

### **Inspection of Rushall Junior and Infant School, Walsall, WS4 1NQ**

Thank you for welcoming us to your school, talking to us so politely and showing us your work. We really enjoyed the time we spent with you and we agree when you say Rushall is a good school. It was good to hear you tell us about how much you enjoy your work and we could see why, when you told us about the many visits, visitors to the school and the sporting activities you can attend. We were glad to find that the teaching is good and you make good progress. By the time you leave school, you are attaining standards in English, mathematics and science that are similar to those attained by children in most schools. You behave well and it was good to see how sensible you were as you shared ideas and helped each other in your learning. If you need extra help in lessons, you are supported well. All staff look after you. It is good that you feel safe and know staff will always help you if you are upset, worried or stuck with your work. You know how to keep healthy and we were very pleased to hear how the school councillors are making sure the tuck shop is providing you with healthy foods to eat at break times.

We could see that your teachers have been working hard to improve your writing but, looking at your work, we think that some of you could do more in mathematics. So we have asked your headteacher to make sure that those of you who are good at this subject are given work that makes you think hard. Also, we have asked your teachers to give you better advice about how to improve your work, just as they do in such a good way in English. We think your headteacher knows how to make your school even better. We have suggested that he now makes sure that other staff who have leadership responsibilities help him to find out the good things and things that need improvement.

We are sure you will help by continuing to work hard and always doing your best. We wish you well for the future and finally, well done to those of you involved in the 'Bookbusters' competition. We will keep our fingers crossed that you win the grand final!

Yours sincerely

Mrs Furness  
Lead inspector